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Building Words With The iPad Lesson Plan



**Grade Level:** Kindergarten

**Standard:**

**LA 0.1.3.b** Match consonant and short vowel sounds to appropriate letters

**LA 0.3.3c** Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken and written

**LA 0.4.1** Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital)

**Objective:**

\*Students will understand that changing the initial letter in a word, changes the entire word.

\*Students will use the “Magnetic ABC” app to build –at word family words on iPads during guided reading groups.

**Lesson Materials:**

\*4 to 5 iPads to use in a small group

\*”Magnetic ABC” app on each iPad ( <http://itunes.apple.com/us/app/abc-magnetic-alphabet-learn/id393762482?mt=8>)

\*The book The Fat Cat Sat on the Mat (<http://itunes.apple.com/us/book/the-fat-cat-sat-on-the-mat/id438329143?mt=11>)

**Lesson Steps:**

1. During small group guided reading, read the book The Fat Cat Sat on the Mat with the group.
2. Direct the students to find and point to the words “cat” and “rat” in the text. Ask the students to identify what’s the same about the words “cat” and “rat” and what’s different about the two words. Remind students that by changing the “c” in cat to “r” the word changed to rat. Explain that cat and rat are part of the –at word family because they both end with –at.
3. Tell the group that they are going to build –at word family words on the iPad using the “Magnetic ABC” app. Direct students to the “Magnetic ABC” app
4. Ask students to find the “a” and “t” magnets and drag them to the top of the work space to make “at”.
5. Ask students to add a letter to the front of “at” to make the word “bat”. Ask students what letter they added.
6. Tell students that they are going to change the word “bat” to the word “cat”. Ask them what letter will change in the word “bat” to make “cat”. Have students drag the letters up to make the word “cat” under the word “bat”
7. Continue to follow step 6 to build the words “fat”, “hat”, “mat”, “pat”, “chat”, & “that”.
8. Review what stayed the same about each of the words (all ended with –at) and what changed about each word (initial letter or letters).
9. Have students read their words to a buddy in their group and tell their buddy one additional word that belongs to the –at word family.

**Assessment/Evaluation:**

The teacher will assess each student through observing if the student is able to explain and understand what is the same and different about the -at words, read their list of –at words independently, and give an additional –at word not on their list.

**Additional Activities For “Magnetic ABC” App:**

1. Students can use the “Magnetic ABC” app to build classmates’ names, sights words, CVC words.
2. Students can use the “Magnetic ABC” app for addition and subtraction problems. Students have access to various shape “magnets” to use to build addition and subtraction problems.